**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5th** | | | **Date(s)**: September 2012 |
| **Unit Title:**  Reading/Writing Apprentice | | | **Corresponding Unit Task:**  Task 1 | | |
| * **Essential Question(s):** How do readers use what they know about the patterns of text structure to read nonfiction text? * How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? * Why do authors write informational texts? * How do we engage in collaborative discussion? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher:**   * *Teaching Text Structures: A Key to Nonfiction Reading Success,* by Sue Dymock and Tom Nicholson (copy of article “Get Fit”). * Corresponding graphic organizer for article (2 column chart). * Notes about problem and solution text structure. * Copies of articles on different apprenticeships (blacksmith, milliner, apothecary, candle maker, and baker).   **Students:**   * Reading strategy notebook. * Copies of article about the apprenticeship they have chosen. * Copies of “Noting What I’ve Learned” graphic organizers that have been completed in previous lessons. * Copies of Get Fit article and corresponding graphic organizer. | | | | **General:**   * **Problem** * **Solution** * **Organization** * **Purpose** * **Informational text** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.5.5** - Compare and contrast the overall structure (e.g.,chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **RI.5.10** - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.  **I Can Statement(s):**  I can effectively identify problem and solution relationships in challenging texts.  **Instructional Plan:**   * First we will review the previous lessons. The teacher will then introduce the essential vocabulary words. * Next, we will begin learning about our next text structure: problem and solution. * To engage the students, we will give each group an envelope with problem and solution scenarios that they must match up. The students will race to see who can match them the fastest. * Students will then share their information with the class. * Students will then take notes about problem and solution texts in their reading strategies notebook, noting key/signal (puzzle, issue, question, solve, trouble, solution, etc,). * Teacher will then guide the students through a read aloud with the article “Get Fit”. The teacher will model how he/she thinks through the article and uses the key or signals words to identify the text structure, in order to better comprehend the text. * The teacher and students will use the corresponding graphic organizer to organize the problems and solutions in the reading.   **NOTE:** The teacher will leave the last few paragraphs for the students to work in pairs or small groups at their tables. They will read and pick out the important information and fill in the remainder of their graphic organizer.   * The teacher will have the students break up into groups, based on their chosen apprenticeship. * The teacher will then explain to the students that they will be using all of the information that they have found thus far to create a list as a group of possible problems and solutions that their apprentice may run into. * The teacher will combine groups and will give each group a chart paper to list the problems and solutions in a 2 column chart. * The class will then come back together and each group will share their problems and solutions. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.5.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **I Can Statement(s):**  I can reference various texts to find relevant information about my chosen apprentice.  **Instructional Plan:**   * Students will be taking notes throughout the lesson. This has been explicitly stated above. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   Independent | **Word Study**  **Standards:**  **L.5.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.   **I Can Statement(s):**  I can use various strategies to help me comprehend unknown words**.**  **Instructional Plan:**   * The teacher will review how students can use word parts and prefixes and suffixes to sound out and comprehend unknown words. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can collaborate with my group members and participate in class discussions.  **Instructional Plan:**  See reading plan above for examples on how the students are collaborating with one another and participating in class discussions. | | | | |
| **Closing/Summarizing Strategy** | To close the lesson, the teacher will let the groups share the problems and solutions that their apprentice may have encountered. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who finish early can write a paragraph sharing a problem and solution that have encountered at school. | | Teacher can pull students as necessary and struggling students will be paired up with stronger students during partner and group work. | | | Visuals (graphic organizers) will be provided for visual learners and there will be various class discussions for verbal learners. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Informal class discussion and the completion of the graphic organizers, as well as the quick write will be used for assessment to help guide instruction. | | | | | |
| **Teacher Reflection:** (Next steps?)  The teacher will use the class discussions and graphic organizers to gauge students learning and prepare for the next lesson in which the students will be learning about a different text structure (cause and effect). | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*